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ABSTRACT

The fifth year of a 5-year, federally funded project of middle school bilingual education is evaluated and related materials are presented. The program targeted students with Chinese, Korean, and Japanese as their native languages. Evaluation involved visits to six school sites, structured and unstructured interviews, review of documents and records, and classroom observation of English-as-a-Second-Language (ESL) teachers, regular classroom teachers, and bilingual instructional assistants. The data collected were used to evaluate progress toward meeting specific objectives relating to instruction, student achievement, administrative functions, record-keeping, student attitudes and self-esteem, cultural events, curriculum development, and parent involvement. Results are reported. Recommendations for revision of program evaluation methods and program modification are summarized. Appended materials include student achievement statistics, samples of student work and photographs of students, and samples of curricular materials. (MSE)

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EVALUATION REPORT

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FIFTH AND FINAL EVALUATION REPORT (1992-1993)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

in

Torrance Unified School District

Prepared by
Donald L. Kester, Ph.D.
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Educational Program Evaluation

Los Angeles County Office of Education

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FIFTH AND FINAL EVALUATION REPORT
(1992-1993)

BRIDGING THE GAP: A SHELTERED APPROACH TO LANGUAGE ACQUISITION AND ACADEMIC SUCCESS

(A Chinese, Japanese, and Korean Transitional Bilingual Program Funded Under Title VII of the Elementary and Secondary Education Act)

in

Torrance Unified School District
Torrance, California

Prepared by:

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Los Angeles County Office of Education
Downey, California

November 1993

Section 1

THE PROGRAM EVALUATION PLAN

The initial Title VII grant received by Torrance Unified School District from the Office of Bilingual Education and Minority Language Affairs (OBEMLA) of the United States Department of Education, was for a term of three academic years: 1988-1989; 1989-1990; and 1990-1991. Toward the end of the three-year term, the district applied for a renewal of the grant for 1991-1992. OBEMLA agreed there was a continuing need and refunded the project for 1991-1992. At the end of the fourth year, 1991-1992, the district submitted an additional grant proposal for renewal, this time for 1992-1993. Again, OBEMLA refunded the project. But since five years is the maximum length of time allowed, this year's evaluation report is concerned with achievements made during that fifth and final year (1992-1993) of the project.

Over the years only minor revisions have been made to the original evaluation plan which was itself based closely on the original grant application. Those revisions to evaluation plan objectives resulted in situations in which there was a better match between the way the objective was written, and what was reasonable to expect based on experience. Furthermore, care was taken to see to it that revised objectives continued to represent high quality.

Before proceeding to Sections 2 and 3, of this evaluation report, the evaluator wishes to thank Mrs. Kikuko Nishi, the middle school Title VII Project coordinator, and the selected school site personnel whose names are shown in Table 1 below for their cooperation and assistance, without which this fifth, district-level, middle school bilingual program evaluation report would have been very difficult. Appreciation also goes to Neil Griffith, Brian Triska, and Tri Tran of the district's data processing department for downloading project student test score data onto Macintosh readable floppy disk in Excel spreadsheet format.

TABLE 1

Selected Title VII Project Personnel at Each School

SCHOOL	PRINCIPAL	ASSISTANT PRINCIPAL	ESL TEACHER(S)
Calle Mayor	Marilou Ryder	Ken Di Noto	Nobuko Wakamoto
Casimir	Richard Leibovitz	Steve Saito Joyce Hallgren	Carol Galouskin
Hull	Bill Tokubo	Patty Hughes	Barbara Braun
Lynn	Rick Long	Alice Lucas	Marlene Shlens
Madrona	Kathy Enloe	Joseph Zeiler	Kimiko Ego
Magruder	Sid Morrison	Steve Saito Joyce Hallgren	Joyce Hallgren Deanne Garriott

NOTE: Names of "sheltered" classroom teachers and instructional aides are not shown here.
"ESL" stands for English as a Second Language.

The school-site personnel whose names appear in Table 1 above were also instrumental in the improvement of the evaluation plan for the fifth and final project year.

Appreciation also goes to Merlyn Madrigal, secretary, Division of Educational Support Services, for her word processing work, and to Steve Yamarone, administrative analyst, Division of Educational Support Services, for his assistance in statistical analysis. In addition, Dr. Alice Healy-Sesno, consultant-in-charge, Division of Educational Support Services in the Los Angeles County Office of Education, coordinated delivery of county evaluation services to the Torrance Unified School District.

Section 2

EVALUATOR'S OPINION REGARDING THE PROGRAM EVALUATION PLAN ELEMENTS

The evaluator agrees with the proposed evaluation instruments, data collection, data analysis, and data presentation procedures called for in the Program Management and Evaluation Plan, as revised, for the fifth year of program operation, 1992-1993.

Section 3

RESULTS OF THE EVALUATOR'S ON-SITE VISITS, DATA GATHERING, AND ANALYSES

The county program evaluator made on-site visits to the district's Title VII project sites on the dates shown below in Table 2.

TABLE 2

Los Angeles County Program Evaluator's Title VII Visits

	Dates Visited	
Site	Evaluation Planning Visits	Official On-site visits
District Title VII Office	October 2, 1992	July 2, 1993
Calle Mayor	February 2, 1993	May 7, 1993
Casimir	February 24, 1993	May 25, 1993
Hull	February 11, 1993	May 6 and 18, 1993
Lynn	February 9, 1993	May 5, 1993
Madrona	February 9, 1993	May 13, 1993
Magruder	March 3, 1993	June 7, 1993

During the official on-site visits noted in Table 2, the evaluator conducted structured and unstructured interviews, reviewed documents, and other records. Also observed English as a Second Language (ESL) teachers, and regular classroom teachers, as well as bilingual instructional assistants (IAs). The district Title VII project coordinator accompanied the evaluator on each official on-site school visit.

During those official on-site visits at each school, the evaluator first interviewed the principal, assistant principal, and ESL teacher. The evaluator reviewed documents, and then described his proposed project sampling method. Since the project focused on Chinese, Japanese, and Korean Limited English Proficient (LEP) students, the sampling plan called for following at each school at least one Chinese LEP student, one Japanese LEP student, and one Korean LEP student.

Since the project focused on the four curriculum areas of English as a Second Language (ESL), language arts, social studies, and science, the sampling plan called for following at least one LEP project student in each of those four curriculum areas at each school. Finally, since the project focused on LEP students in all of the district's six middle schools (grades sixth, seventh, and eighth), the sampling plan called for following at each school at least one LEP student in each grade.

TABLE 3
External Evaluator's Actual Project Student Sample

Project School	Primary Language	GRADE LEVELS AND CURRICULUM AREAS											
		6				7				8			
		ESL	Social Studies	Science	Language Arts	ESL	Social Studies	Science	Language Arts	ESL	Social Studies	Science	Language Arts
	Chinese		X		X								
	Japanese							X		X	X		
Calle Mayor	*Korean*			X				X					
	Chinese					X	X	X					
	Japanese			X									
Casimir	*Korean*										X		X
	Chinese				X								
	Japanese									X	X		
Hull	*Korean*							X					
	Chinese							X					
	Japanese		X		X								
Lynn	*Korean*									X			
	Chinese	X	X										
	Japanese							X					
Madrona	*Korean*												X
	Chinese										X		
	Japanese								X				
Magruder	*Korean*	X		X									

Through this procedure, the evaluator sought to draw a sample from: each of the three primary language groups (Chinese, Japanese, and Korean); each of the four project identified curriculum areas (ESL, language arts, social studies, and science); and each of the three grade levels (sixth, seventh, and eight) at each school. The evaluator's sample is shown in Table 3.

As mentioned earlier, during on-site visits to the six Title VII middle schools, the evaluator first interviewed the key project staff (principal, assistant principal, ESL teacher), reviewed documents, and then visited the grades and classrooms selected at random according to his sampling plan shown in Table 3 (previous page). During classroom visits, teachers and bilingual instructional assistants were observed and a review of student information was made. The review included the students' initial status and evidence of progress. Classroom observations and teacher interviews were greatly facilitated, by the fact that either the principal, assistant principal, or the ESL teacher took over the teaching tasks, thereby freeing the classroom teacher and/or bilingual instructional assistant. In an effort to be as unobtrusive as possible, the evaluator attempted to keep the teacher and instructional assistant interviews to between ten and fifteen minutes. Whenever possible, the evaluator not only reviewed the work of students, he also interviewed the students in his sample. The students work described and presented by the classroom teacher was usually the basis of those interviews.

The data gathered during his on-site visits, plus that received by mail later, form the foundation on which the evaluator based his findings together with his conclusion as to whether or not each project objective in the evaluation plan was attained.

GOAL 1.0 STUDENT INSTRUCTIONAL

By July 1993 Limited English Proficient (LEP) Chinese, Japanese, and Korean students in the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder who have participated in the program from one to four years will demonstrate their progress towards increased English proficiency, academic achievement, and redesignation as Fluent English Proficient (FEP).

Student Objective 1.1

By July 1993 65 percent or more project students identified as of September 30, 1992, at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder, who have taken the Stanford Achievement Test Abbreviated 8 (SAT 8) reading and language tests in (February/March 1992 and 1993) will show progress towards increased English proficiency, academic achievement, and redesignation (36th percentile). (Documentation: comparison of project students' Stanford SAT 8 pre- and post-test reading and language test scores.)

"English proficiency" was measured by two SAT 8 subtests: Reading and Language Arts. Frequency distribution data for percentile rank gain scores in reading are shown below in Table 4. Data shown include those from six percentile rank gain score categories as well as the total number and percentage of project students with positive percentile rank gain scores.

TABLE 4

SAT 8 Reading Percentile Rank Gain Scores
1992 to 1993

		Amount of Percentile Rank Gain						Total with Positive Percentile Rank Gain Scores	
School	Total Number of Students	less than -10%	-10% to -1%	0%	1 to 9%	10% to 19%	Over 20%	n	%
Calle Mayor	34	4	5	0	10	8	7	25	74%
Casimir	26	3	8	0	7	5	3	15	58%
Hull	8	0	1	0	4	1	2	7	88%
Lynn	47	4	9	2	16	6	10	32	68%
Madrona	25	0	8	0	6	5	6	17	68%
Magruder	17	3	3	2	1	2	6	9	53%*
TOTAL	157	14	34	4	44	27	34	105	67%

*Below 55%

Conclusion—Reading

This objective stated that 55 percent of the project students at all six middle schools combined would show "increased proficiency" on the SAT 8 Reading Subtest. The actual percentage was 67 percent. (See Table 4.) Therefore, the evaluator concluded that this first half of the "English proficiency" objective was attained.

Results were considerably better on the SAT 8 Language Arts Subtest as shown in Table 5 below.

TABLE 5

SAT 8 Language Arts Percentile Rank Gain Scores
1992 to 1993

School	Total Number of Students	Amount of Percentile Rank Gain: less than -10%	-10% to -1%	0%	1 to 9%	10% to 19%	Over 20%	Total with Positive Percentile Rank Gain Scores: n	%
Calle Mayor	34	6	5	1	7	7	8	22	65%
Casimir	26	5	4	0	6	5	6	17	65%
Hull	9	1	1	0	3	3	1	7	78%
Lynn	47	1	8	0	8	16	14	38	81%
Madrona	25	1	3	0	7	5	9	21	84%
Magruder	18	2	1	2	6	3	4	13	72%
TOTAL	159	16	22	3	37	39	42	128	81%

*Below 55%

Conclusion—Language Arts

This objective stated that 55 percent of project students at all six middle schools combined would show "increased proficiency" on the SAT 8 Language Arts Subtest. The actual percentage was 81 percent. (See Table 5.) Therefore, the evaluator concluded that this second half of the "English Proficiency" objective was attained.

Conclusion—English Proficiency

Since both the "English" and the "Language Arts" halves of this objective were attained, this "English Proficiency" objective itself was attained.

Student Objective 1.2

By July, 1993, 65 percent or more project students identified as of September 30, 1992 at the six project schools who have taken the Stanford SAT 8 social studies tests (February/March 1992 and 1993) and have participated in social studies classes utilizing the sheltered approach with native language support will show six months growth on the social studies portion of the SAT 8 tests. (Documentation: comparison of project students' Stanford SAT 8 social studies pre- and post-test scores.)

Table 6 below presents the frequency distribution of SAT 8 Social Studies scores for each school. Table 7 shows the percentage of project students whose grade equivalent gain scores were six months or more.

TABLE 6

Frequency Distribution of 1992 to 1993 SAT 8 Social Studies Gain Scores

School	Total Number of Students	Amount of Gain						
		0 or less	1-2 mos.	3-4 mos.	5 mos.	6-7 mos.	8-9 mos.	1 year or more
Calle Mayor	34	6	1	0	1	0	3	23
Casimir	26	9	2	1	0	2	2	10
Hull	9	1	0	1	0	0	1	6
Lynn	47	7	2	2	2	0	0	34
Madrona	24	5	0	0	2	2	0	15
Magruder	17	6	0	1	2	0	1	7
TOTAL	**157**	**34**	**5**	**5**	**7**	**4**	**7**	**95**

TABLE 7

Number and Percentage of Project Students Whose SAT 8 Social Studies Gain Scores Were Six Months or More

School	Total Number of Students	Six Months or More of Gain	
		Number	Percentage
Calle Mayor	34	26	76%
Casimir	26	14	54%*
Hull	9	7	78%
Lynn	47	34	72%
Madrona	24	17	71%
Magruder	17	8	47%*
TOTAL	**157**	**106**	**68%**

*Below 65%

Overall for all six schools; the actual percentage of project students who had social studies gain scores of at least six months was 68 percent. Since this is above the 65 percent level in the objective (by 3 percent), this objective was attained.

Conclusion

This objective was attained.

Student Objective 1.3

By July 1993, 60 percent or more project students identified as of September 30, 1992 at the six project schools who have taken the Stanford (SAT 8) science tests (February/March 1992 and 1993) and have participated in science classes utilizing the sheltered approach with native language support will show six months growth on the science portion of the SAT 8 tests. (Documentation: comparison of project students' Stanford SAT 8 science pre- and post-test scores.)

Table 8 below shows the frequency distribution of SAT 8 science gain scores for each school. Table 9 presents the percentage of project students whose grade equivalent gain scores were six months or more.

TABLE 8

Frequency Distribution of 1992 to 1993 SAT 8 Science Gain Scores

School	Total Number of Students	Amount of Gain						
		0 or less	1-2 mos.	3-4 mos.	5 mos.	6-7 mos.	8-9 mos.	1 year or more
Calle Mayor	34	9	1	0	0	1	1	22
Casimir	26	8	1	0	0	2	1	14
Hull	8	2	1	0	0	0	0	5
Lynn	47	6	1	2	0	3	2	33
Madrona	25	4	5	1	0	0	1	14
Magruder	17	3	1	1	0	1	1	10
TOTAL	**157**	**32**	**10**	**4**	**0**	**7**	**6**	**98**

TABLE 9

Number and Percentage of Project Students Whose SAT 8 Science Gain Scores Were Six Months or More

School	Total Number of Students	Six Months or More of Gain	
		Number	Percentage
Calle Mayor	34	24	71%
Casimir	26	17	65%
Hull	8	5	63%
Lynn	47	38	81%
Madrona	25	15	60%
Magruder	17	12	71%
TOTAL	157	111	71%

*Below 60%

The objective stated that 60 percent of the project students at all six middle schools combined would show at least six months grade equivalent score gain. The actual percentage was 71 percent.

Conclusion

The objective was attained.

Summary: Student Instructional Objectives 1.1, 1.2, & 1.3

It may be helpful to briefly review the results of data analysis for these three student instructional objectives.

From Table 10 below it may be easier to draw comparisons between the estimated and the actual percentages of students attaining a certain gain score on the tests in the four curriculum areas.

TABLE 10

Comparison of Estimates to Actual SAT 8 Student Attainment Levels

Student Objective Number	SAT 8 Subtest	Estimate: Percentage of Students Estimated to Attain a Certain Gain Score	Actual: Percentage of Students Who Actually Attained a Certain Gain Score
1.1	Reading	55%	67%
1.1	Language Arts	55%	81%
1.2	Social Studies	65%	68%
1.3	Science	60%	71%

As Table 10 shows, in every case, the actual percentages of project students that attained the gain scores called for in the objective, exceeded the estimated percentage contained in the objective itself. The results, of course, were that, in each case, the objective was attained.

In comparison to last year's actual percentages, three went up and one went down. This year's Reading percentage was 67 percent and may be compared to last year's percentage of 60 percent. This year's Language Arts percentage was 81 percent and may be compared to last year's percentage of 70 percent. This year's Science percentage was 71 percent and may be compared to last year's percentage of 68 percent. Test scores went up—to some extent—for: Reading, Language Arts, and Science. Test scores went down for Social Studies. This year's Social Studies percentage was 68 percent and may be compared to last year's 73 percent.

Some of this may be just normal year-to-year fluctuation. Nevertheless, the 11 percentage point gain for Language Arts is probably a real gain and the seven percentage point (7 percent) gain in Reading could be a real gain.

Commendation

A commendation is hereby given by the evaluator for the apparent gain, 70 percent to 81 percent, in Language Arts from 1992 to 1993.

Notation

Additional data analyses were conducted for these four subject areas. Normal curve equivalents gain and/or scaled scores gain were determined. (Please see Appendix A.)

Student Objective 1.1.1

By July 1993, 65 percent or more project students identified as of September 30, 1992, at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder who have not taken the Stanford Achievement Test Abbreviated 8 (SAT 8) reading and language tests in (February/March 1992 and 1993) will show progress towards increased English proficiency, academic achievement, and redesignation (36th percentile) through alternative assessment. (Documentation: such as typical and/or best student work products, Pre-Post Reading and Language Arts class tests scores, and student progress monitoring.)

Student Objective 1.2.1

By July 1993, 65 percent or more project students identified as of September 30, 1992, at the six project schools who have not taken the Stanford Achievement Test Abbreviated 8 (SAT 8) social studies tests in (February/March 1992 and 1993) and have participated in social studies classes utilizing the sheltered approach with native language support will show increased English proficiency and academic achievement in social studies through alternative assessment. (Documentation: such as typical and/or best student work products, pre-post social studies class tests scores, and student progress monitoring.)

Student Objective 1.3.1

By July 1993, 60 percent or more project students identified as of September 30, 1992, at the six project schools who have not taken the Stanford Achievement Test Abbreviated 8 (SAT 8) science tests in (February/March 1992 and 1993) and have participated in science classes utilizing the sheltered approach with native language support will show increased English proficiency and academic achievement in science through alternative assessment. (Documentation: such as typical and/or best student work products, pre-post science class tests scores, and student progress monitoring.)

These student instructional objectives call for student progress in English proficiency, social studies, and science to be measured by way of "alternative assessment." The assessment procedures to be used are an "alternative" to the usual, standardized, norm-referenced tests which were given to almost all of project students. The results of student test taking have been presented in Tables 4, 5, 7, 9, and 10.

For Objectives 1.1.1, 1.2.1, and 1.3.1, "alternative assessment" was needed since a number of project students (L1s) were not tested. The district had established a policy to allow this. One of the reasons given for not testing students during their first year in attendance was that such students would probably do very poorly and they and their parents would be devastated by those low scores. A second reason given was that since some federally sponsored projects allow for "alternative assessment," it could be used for this Title VII project. Finally, a third reason was that test scores at a school site are often viewed by district administrators and others as evidence of school quality. In fact, test scores by school are often published in newspaper articles without any mention of the fact that a large proportion of those taking the test were not proficient in English. Whatever the reasons, the Torrance Unified School District allowed school site personnel to decide whether or not to test their L1 students during their first year of attendance.

Three of the six Title VII middle schools opted for not testing some of their new project students. At Lynn School there were 20 project students who were not tested with the SAT 8. At Calle Mayor there were four, and at Madrona there were two. At the other middle schools (Casimir, Hull, and Magruder), all project students were given the SAT 8 during their first year of attendance.

Standardized, norm-referenced tests have been around for a long time. By comparison, "alternative assessment" is relatively new. The form of "alternative assessment" used here was that which relies on a student's "typical or best work" found in his or her portfolio of student work.

In each of the four previous evaluation reports of this project, the evaluator has drawn a sample of project students whose initial skill level and progress he would follow. (See Table 3.) In discussions with the project director and the principals, it was decided that, to the extent possible, the "alternate assessment" students would be in the evaluator's sample from Lynn, Calle Mayor, and Madrona Schools.

For all students sampled at the three schools, the evaluator found evidence of student progress.

Conclusion

For Calle Mayor and Madrona Schools, based on a sample of 80 to 100 percent, the evaluator is certain that progress was made. At Lynn School, based on a 25 percent sample (5/20), the evaluator believes that progress was made. These three objectives (1.1.1, 1.2.1, and 1.3.1) were therefore attained.

Notation

While, inductively, progress was made by the twenty-six "alternative assessment" project students, it is difficult to say how much progress was made. We cannot say, for example, that a certain percentage improved their percentile rank (Tables 4 and 5), or gained six months or more in grade equivalent scores (Tables 7 and 9). "Alternative assessment" procedures are still being developed. To date, they are not as precise as the older procedures. In addition, they are very labor intensive.

Activity Objective A.1.1

By November 1992, the principal, assistant principal, and the ESL teacher at each of the six project schools will identify those LEP students whose primary language is Chinese, Japanese, and Korean. (Documentation: T.U.S.D. LEP initial identification records including the Bilingual Syntax Measure in English, and the designated District Language Assessment Tests in English and primary language.)

Identification procedures for LEP Chinese, Japanese, and Korean students are solidly in place and well understood. The "Home Language Survey" is given to each potential project student upon enrollment at the child's school site. If indicated, a referral can then be made to the district's assessment center which is located at Levy School. Regular classroom teachers, instructional assistants, ESL teachers, assistant principals, and principals are well aware of the procedures to be followed and the time frame within which project students are to be identified.

Conclusion

This objective was easily attained. The student identification process is well understood, fast, and efficient.

Activity Objective A.1.2

By November 1992, the principal, assistant principal, ESL teachers, and classroom teachers at the six project schools will see that the students who are identified as LEP Chinese, Japanese, or Korean have been placed in the "appropriate program": ESL, bilingual classroom, sheltered groups and/or classes. (Documentation: may include class lists and schedules.)

Project staff are knowledgeable about the categories of "Level 1 - beginning," "Level 2 - intermediate," and "Level 3 - advanced" within the Limited English Proficient (LEP) designation. Moreover, placement of each LEP student into the "appropriate program" is another process that is well understood, fast, and efficient.

Conclusion

This objective was easily attained.

Activity Objective A.1.3

By June 1993, at each project school the language arts, ESL, sheltered social studies, science teachers, and instructional assistants will provide assistance to project students and keep records of project students' progress. (Documentation may include: student work folder, report cards, student progress reports, and computer printout grades.)

During each of the six middle school site visits, the evaluator selected at least three project students whose initial status and progress could be followed by means of observation, interview, and record review. The actual sample of project students was graphically displayed in Table 3 of this report. As mentioned earlier, the evaluator drew his sample from each of the three primary language groups (Chinese, Japanese, and Korean); each of the four project identified curriculum areas (ESL, language arts, social studies, and science); and each of the three grade levels (sixth, seventh, and eighth) at each Title VII middle school. Because the external evaluator controlled the selection of the students in the sample, the information gathered is believed to be representative of all Title VII Project participants.

The evaluator interviewed ESL, language arts, social studies, and science teachers as well as instructional assistants about the initial status, support provided to and progress of the sampled students. For the fifth year now, it was clear that teachers and instructional assistants were working together well, understood the particular needs of their LEP students, and were implementing the project as described in the initial grant application and the 1992-1993 Program Evaluation Plan. The level of cooperation during the program's first four years as seen among ESL teachers, instructional assistants, and teachers of sheltered classes continued at a high level.

In every case, teachers and instructional assistants working in sheltered classes demonstrated a knowledge of what "sheltering" was and were able to describe in detail what their sheltered strategies were for the students in the evaluator's sample. They easily provided student work that showed the student's initial and later production. All teachers and bilingual instructional assistants knew the needs of their students and did provide records of student progress. (See Appendix B of this report for a sample of student work.)

Conclusion

This objective was attained.

Activity Objective A.1.4

By June 1993, at each project school, language arts, sheltered classroom teachers, ESL teachers, instructional assistants, principals, and assistant principals will keep track of the relative amount of whole class, small groups, and/or individual instructional time spent with project students in each subject area. (Documentation: may include class schedules, sheltered lesson plans, project teacher and instructional assistant assignments, observations.)

During his on-site school visits, the evaluator asked for and received project student folder information. Included there were initial identification records (BSM Test results, Home Language Survey, etc.) and class schedules for those students in the evaluator's sample. These class schedules showed that Title VII LEP students were programmed into the appropriate reading, language arts, social studies, and science classes. For example, all "L-1" LEP project students had a English/language arts class that was an ESL class specifically designed for LEP students and their social studies and science classes were "sheltered."

For each student in the evaluator's sample, middle school "course and teacher" list information and LEP "student class schedule" information matched. Student class schedule information clearly showed which period a student was to be in which class, including his language arts, social studies, and science classes.

Conclusion

This objective was attained.

Activity Objective A.1.5

By June 1993, at each project school, principals and/or assistant principals at each project school with the assistance of sheltered classroom teachers, ESL teachers, and instructional assistants, will collect information on changes in the rate of student 1) grade retention; 2) dropout; 3) absenteeism; 4) placement in special education classes; and 5) placement in a program for gifted and talented. (Documentation: may include student lists, placement documentation, report cards, and school records.)

As in the past, each school reported changes in each of the five categories on a one-page form sent to the project director. Across all six project middle schools, four project students were referred for placement in a special education class and one had an attendance problem. The one child had been absent 31 days.

Conclusion

This objective was attained.

Student Objective 1.4

By July 1993, 70 percent or more of LEP Chinese, Japanese, and Korean project students at the six project schools will demonstrate positive self-esteem as a result of their participation in a school cultural event or events reflecting their cultures. (Documentation: project student questionnaire in their primary language.)

This year, for all six schools combined, the percentage of students answering "Good" or "Very Good" to the question, "How Did You Feel About the Cultural Event That Reflects Your Heritage?" was 84 percent. This means that for four out of the five project years, this percentage has been between 80 percent (1990) and 84 percent (1991, 1992, and 1993). The first year (1989), the percentage was a disappointing 56 percent. The improvement made by the second year of the project has therefore held for the last four years.

On a school-by-school basis, two went down, three went up and one stayed about the same as compared to last year (1992). The two that went down were Lynn—from 96 percent last year to 79 percent this year—and Magruder—from 80 percent last year to 57 percent this year. It should be noted that for Magruder the sample size was small (N=28), and that for Lynn the 79 percent positive score attained this year is still above the 70 percent called for in this objective.

The three schools were the percentage of positive answers went up were Casimir, Hull, and Madrona. At Casimir, the percentage went from 68 percent in 1992 to 96 percent in 1993. At Hull, the percentage went from 50 percent in 1992 to 65 percent in 1993. (The sample size was small, N=20, however.) At Madrona, the positive percentage went from 73 percent in 1992 to 83 percent in 1993. At Calle Mayor, the percentage did not change much; 93 percent in 1992 and 96% in 1993. (See Table 11.)

Conclusion

This objective was attained. The objective called for 70 percent of project students to demonstrate positive self-esteem and 84 percent actually did.

TABLE 11

Responses by Title VII Students to the Question,
"How Did You Feel About the Cultural Event That Reflects Your Heritage?"

Middle School	Primary Language	Student Response Categories & Frequencies					Total No. Responding	Percentage Answering Positively Either "Good" or "Very Good"	
		"Very Good"	"Good"	"Indifferent"	"Bad"	"Very Bad"		Each Language	Each School
	Chinese	8	5	0	0	0	13	100%	
	Japanese	7	19	1	0	0	27	96%	
	Korean	18	8	2	0	0	28	93%	
Calle Mayor	School Total	33	32	3	0	0	68		96%**
	Chinese	2	3	1	0	0	6	83%	
	Japanese	12	6	1	0	0	19	95%	
	Korean	17	7	0	0	0	24	100%	
Casimir	School Total	31	16	2	0	0	49		96%**
	Chinese	1	1	2	0	0	4	50%	
	Japanese	1	1	1	0	0	3	67%	
	Korean	1	8	4	0	0	13	69%	
Hull	School Total	3	10	7	0	0	20		65%
	Chinese	2	10	0	0	0	12	100%	
	Japanese	7	10	1	0	0	18	94%	
	Korean	11	8	10	1	1	31	61%	
Lynn	School Total	20	28	11	1	1	61		79%**
	Chinese	0	2	0	0	0	2	100%	
	Japanese	6	9	3	1	0	19	79%	
	Korean	12	1	2	0	0	15	87%	
Madrona	School Total	18	12	5	1	0	36		83%**
	Chinese	1	4	2	0	1	8	62%	
	Japanese	1	4	4	0	0	9	56%	
	Korean	1	5	3	1	1	11	55%	
Magruder	School Total	3	13	9	1	2	28		57%
GRAND TOTAL		108	111	37	3	3	262		84%*

* Above the percentage in the Evaluation Plan Objective.
** At or above the expected percentage at each school.

Activity Objective A.1.6

By July 1993 at least one schoolwide cultural event and/or classroom cultural lessons involving the Chinese, Japanese, and Korean cultures separately or together will be held at each project school. (Documentation: proof of held event, such as invitations, notices, school calendars, and pictures.)

This objective can be attained through either schoolwide cultural activities or cultural activities in individual classrooms. This year, ample documentation was available at all six project schools. A sample of the multicultural activities is shown below.

Calle Mayor	Multicultural "Fashion Show" Education Fair
Casimir	Korean Classical Music and Dance Show Japanese Festival Sounds Show Martial Arts Assembly
Hull	Japanese Festival Sounds Show New Year's Celebrations
Lynn	International Mardi Gras
Madrona	Celebrating Our Cultures
Magruder	Multicultural Fair

Conclusion

This objective was attained.

Student Objective 1.5

By July 1993, 10 percent or more of project students in each of the six project schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder identified as of September 30th of each school year will be redesignated as FEP (Expected percentage at each school: Calle Mayor, 2 percent; Casimir, 10 percent; Hull, 14 percent; Lynn, 10 percent; Madrona, 10 percent; Magruder, 10 percent.)

The results of redesignation testing and conferencing are shown below in Table 12.

TABLE 12

Number and Percentage of Title VII Students Who Were Redesignated 1992-1993

School	Total Number of Project Students**	Redesignated	
		Number	Percentage
Calle Mayor	34	6	18%*
Casimir	26	6	23%*
Hull	9	4	44%*
Lynn	47	4	9%
Madrona	25	6	24%*
Magruder	18	3	17%*
TOTAL	159	29	18%

* Actual percentage redesignated exceeded estimate.

** Based on number taking SAT 8.

Project-wide, 18 percent of Title VII students were redesignated as Fluent English Proficient (FEP). This exceeded the 10 percent figure stated in the objective. At five project schools the percentage of LEP students actually redesignated exceeded the estimated or expected percentage. At the sixth school, Lynn, the estimated percentage (10 percent) was off only one percentage point. If staff at Lynn had reclassified five instead of four project students they would have reached the estimated ten percent. Estimation at Lynn was therefore quite accurate.

Conclusion

This objective was easily attained.

Student Objective 1.6

By July 1993, 70 percent or more of the redesignated project students in the project schools or other Torrance schools will be experiencing satisfactory progress in the regular instructional program after the first quarter of the school year. (Documentation: Follow-up questionnaire after the first quarter.)

On the follow-up form sent to each Torrance school principal, the question was, "Are there any difficulties or problems that have arisen?" in regard to the academic progress of the redesignated student identified on the form.

The results of the follow-up of LEP project students who were redesignated as FEP are shown below in Table 13.

TABLE 13

Number and Percentage of Redesignated Students Who Were Experiencing Satisfactory Progress in the Regular Instructional Program

School Where Student is Currently Enrolled	Number of Redesignated Students in Follow-up	Number and Percentage of Redesignated Students who Were Experiencing Satisfactory Progress	
		n	%
Calle Mayor	12	10	83%
Casimir	3	3	100%
Hull	3	3	100%
Lynn	8	8	100%
Madrona	7	7	100%
Magruder	1	1	100%
North High	2	2	100%
South High	3	3	100%
Torrance High	3	3	100%
West High	4	2	50%
TOTAL	46	42	91%

Conclusion

Since the objective called for 70 percent of redesignated students to be experiencing satisfactory progress and 93 percent were, this objective was attained.

Activity Objective A.1.7

By March 1993, the principal and/or assistant principals will provide a follow-up of redesignated project students in project or other Torrance schools to determine if they are experiencing satisfactory progress in the regular instructional program after the first quarter of the school year. (Documentation: follow-up questionnaire and grades.)

As noted under the previous objective (Student Objective 1.6), a form was created by which to gather information on former LEP project students who had been redesignated as "Fluent English Proficient (FEP)." Each middle school principal and each of four high school principals at Torrance Unified School District schools where redesignated students were enrolled, was responsible for seeing that the form was completed and was to sign it before sending it to the district's Title VII coordinator. A copy of the student's most recent grade report was attached to the one page report form that was then sent to the evaluator.

Conclusion

This objective was attained.

GOAL 2.0 STAFF DEVELOPMENT

The sheltered science, social studies, ESL teachers, and project instructional assistants of the six project middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will participate in inservices on the sheltered approach and bilingual teaching.

Activity Objective A.2.1

By September 1. 1993, 90 percent or more of selected language arts and/or sheltered science, social studies, ESL teachers at the six project middle schools will be inserviced in second language acquisition, sheltered approach, cooperative learning and Chinese, Japanese, and Korean cultural awareness. (Documentation: Project director and/or school site will provide sign-in attendance sheets.)

According to the sign-in sheet and the project director's calendar an inservice was held on October 26, 1992. There were two presenters. Thirteen (13) teachers of Title VII project students were expected to attend; however, one was absent. Twelve (12) actually attended.

Conclusion

Ninety-two percent (92%) of those who should have attended the inservice actually did so. This exceeds the 90 percent level called for in this objective. Therefore, this objective was attained.

GOAL 3.0. MATERIALS

The translations and processing of the modified 7th and 8th grade science curriculum will be completed.

Activity Objective A.3.1

By September 1993, the modified middle school sheltered curriculum in 7th and 8th grade hands-on science will be completed in Japanese.

These curriculum materials were developed and printed for distribution well before the deadline. (See Appendix C for a sample.)

Conclusion

This objective was attained.

GOAL 4.0 PARENT TRAINING

Parents of project students at the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder will be encouraged to participate in parent education.

Activity Objective A.4.1

By July 1993, all parents of project students at each school will be encouraged to be involved in school or class activities of their children and parent education. (Documentation: may include notifications, agenda, sign-in-sheets, pictures of presentations or activities.)

Project staff provided extensive documentation of invitations sent to parents of Title VII students. Letters, notices, articles in school newsletters, and bulletins were used. At many events photographs were taken.

Conclusion

This objective was easily attained.

Activity Objective A.4.2

By June 1993, 70 percent or more of project students' parents responding to a questionnaire will demonstrate awareness of school activities directed towards parent education. (Documentation: returned questionnaires.)

Parent questionnaire results are shown in Table 14.

In descending order the percentage of project students' parents answering "yes" to the question "Were you Informed (of the following seven school activities)?" was: Calle Mayor and Casimir with 86 percent each; Madrona 85 percent; Lynn, 84 percent; Hull, 77 percent; and Magruder 57 percent. Overall, for all six project middle schools and all seven school activities the affirmative response rate was 82 percent (1022/1241).

Conclusion

Overall, 82 percent of parents of LEP students were "aware" of various school activities. Since 82 percent exceeds the 70 percent called for in the objective, the evaluator reports that this objective was attained.

Caution

The usual caution regarding small sample sizes (less than 30) applies for three schools, Casimir (N=21), Magruder (N=13), and especially Hull (N=5).

Notation

Questionnaires were mailed by the project director directly to parents. Completed questionnaires were returned directly to the project director.30

TABLE 14

Responses by Parents of Project Students to the Question, "Were You Informed of the Following School Activities During the School Year?"

School Activities	TOTAL ANSWERING "YES" BY SCHOOL											
	Calle Mayor		Casimir		Hull		Lynn		Madrona		Magruder	
	n	%	n	%	n	%	n	%	n	%	n	%
Back to School Night	43	90%	19	90%	5	100%	51	93%	33	94%	13	76%
Open House	45	90%	21	95%	5	100%	53	96%	38	100%	13	76%
PTA Program	39	83%	18	86%	4	80%	42	81%	30	83%	13	76%
Bilingual Advisory Committee Meetings	45	88%	19	86%	2	40%	42	81%	31	89%	7	47%
Special School Activities	35	84%	20	95%	5	100%	44	81%	28	80%	9	53%
Class Activities	34	77%	15	65%	4	80%	35	73%	25	76%	6	35%
Parent Education Program	39	87%	19	83%	2	40%	42	82%	24	73%	5	50%
TOTAL		86%		86%		77%		84%		85%		57%

GOAL 5.0 MANAGEMENT

The project director will manage the project for the six middle schools, Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder.

Activity Objective A.5.1

By October 1993, a project director will be employed to coordinate project activities as evidenced by board-approval of hiring. (Documentation: contract memos.)

The record indicates that on May 4, 1992, Torrance Unified School District issued a "Notice of Employment" to Mrs. Kikuko Nishi, Title VII resource teacher/coordinator. Her signature sixteen days later indicated her "Acceptance" of the district's "Offer" of employment.

Conclusion

This objective was easily attained.

Activity Objective A.5.2

By July 1993, the project director will establish a project advisory committee, composed of project student parents from Calle Mayor, Casimir, Hull, Lynn, Madrona, and Magruder middle schools. The advisory committee will meet a minimum of three times. (Documentation: meeting notices, minutes.)

According to minutes and/or sign-in sheets of the meetings, the district's Title VII middle schools Bilingual Advisory Committee (BAC) met three times during the school year. Those meetings occurred on October 26, 1992, February 1, 1993, and May 10, 1993.

Conclusion

This objective was easily met.

Activity Objective A.5.3

By July 1993, the project director will visit each school to review the program quality and compliance. (Documentation: may include dates, interviews, observations.)

Mrs. Kikuko Nishi, the project director, visited the six Title VII middle schools frequently. Only her pre-external evaluation review visits for program quality and compliance are listed below.

TABLE 15

Project Director's Pre-review Visits

School	Dates
Calle Mayor	February 2, 1993 March 19, 1993 May 6, 1993
Casimir	March 4, 1993 April 20, 1993 April 23, 1993
Hull	February 11, 1993 March 9, 1993 May 4, 1993
Lynn	February 9, 1993 April 20, 1993 May 21, 1993
Madrona	February 9, 1993 February 23, 1993 May 12, 1993
Magruder	March 3, 1993 May 24, 1993 May 28, 1993

Conclusion

This objective was easily attained.

Sections 4 and 5

Possible Program Evaluation Plan Revision and Possible Program Modification

This year, 1992-1993, is the fifth and final year of this Title VII project. The original grant was for three years beginning in the 1988-1989 academic year. As the original grant was coming to an end, Torrance Unified School District applied for a continuation grant for the fourth year, 1991-1992. That application was successful. Toward the end of the fourth year, a second continuation grant application was submitted for year five (1992-1993). The project operated for five years (1988-1993)—three years under the original grant and two years under continuation grant applications. Five years is the maximum term allowed.

Since there will be no federally funded Title VII project next year, 1993-1994, there is no program to modify and no evaluation plan to revise. Torrance Unified School District personnel are on their own to design ways to assist LEP students as best they can. Each school site will develop their own plan of action.

Fortunately, during the fifth year of the project, all "L2" and "L3" LEP students were placed into regular classrooms. Thus, there was an effort to institutionalize assistance to these two target populations before the external funding ended. During all five years of the project, assistance to "L1" students was provided by special teachers supported by the grant. It is now a challenge to site personnel to determine how to support these LEP students without the federal funds.

Fortunately, many teaching materials were developed during the project. In addition, many regular teachers, special teachers, instructional assistants and administrators were trained. The materials and knowledge remain even as external funding disappears.

Appendix A
Additional Ganin Score Analyses

APPENDIX A
Additional Gain Score Analyses
Normal Curve Equivalents

TABLE A-1

SAT 8 Reading Normal Curve Equivalents Gain Scores 1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -50	-50 to -1	0 to 50	51 to 100	101 to 150	Over 150
Calle Mayor	34	8	1	4	7	6	8
Casimir	26	5	6	4	3	2	6
Hull	8	0	1	2	3	0	2
Lynn	47	6	7	9	8	4	13
Madrona	25	5	3	4	2	1	10
Magruder	17	4	2	3	1	1	6
TOTAL	**157**	**28**	**20**	**26**	**24**	**14**	**45**

APPENDIX A
Additional Gain Score Analyses
Normal Curve Equivalents

TABLE A-2

SAT 8 Language Arts Normal Curve Equivalents Gain Scores 1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -50	-50 to -1	0 to 50	51 to 100	101 to 150	Over 150
Calle Mayor	34	8	3	5	2	6	10
Casimir	26	7	2	2	4	4	7
Hull	9	1	1	1	2	3	1
Lynn	47	3	6	5	9	13	11
Madrona	25	3	1	6	1	2	12
Magruder	18	3	0	3	4	2	6
TOTAL	**159**	**25**	**13**	**22**	**22**	**30**	**47**

APPENDIX A
Additional Gain Score Analyses
Scaled Scores

TABLE A-3

SAT 8 Reading Scaled Scores Gain
1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -20	-20 to -1	0 to 20	21 to 40	41 to 60	Over 60
Calle Mayor	34	0	6	7	15	5	1
Casimir	26	2	3	9	7	2	3
Hull	8	0	0	4	2	1	1
Lynn	47	1	4	15	18	4	5
Madrona	25	0	5	7	4	6	3
Magruder	17	3	1	4	4	3	2
TOTAL	**157**	**6**	**19**	**46**	**50**	**21**	**15**

APPENDIX A
Additional Gain Score Analyses
Scaled Scores

TABLE A-4

SAT 8 Language Arts Scaled Scores Gain
1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -20	-20 to -1	0 to 20	21 to 40	41 to 60	Over 60
Calle Mayor	34	1	8	9	10	6	0
Casimir	26	3	5	7	7	4	0
Hull	9	1	0	3	4	1	0
Lynn	47	0	9	26	11	1	0
Madrona	25	1	2	7	6	4	5
Magruder	18	0	3	6	5	4	0
TOTAL	**159**	**6**	**27**	**58**	**43**	**20**	**5**

APPENDIX A
Additional Gain Score Analyses
Scaled Scores

TABLE A-5

SAT 8 Social Studies Scaled Scores Gain
1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -20	-20 to -1	0 to 20	21 to 40	41 to 60	Over 60
Calle Mayor	34	2	3	15	8	2	4
Casimir	26	3	5	10	3	4	1
Hull	9	0	0	7	1	1	0
Lynn	47	1	6	11	20	5	4
Madrona	24	0	5	7	6	3	3
Magruder	17	3	2	5	4	2	1
TOTAL	**157**	**9**	**21**	**55**	**42**	**17**	**13**

APPENDIX A
Additional Gain Score Analyses
Scaled Scores

TABLE A-6

SAT 8 Science Scaled Scores Gain
1992 to 1993

School	Total Number of Students	Amount of Gain					
		Less than -20	-20 to -1	0 to 20	21 to 40	41 to 60	Over 60
Calle Mayor	34	2	5	12	12	2	1
Casimir	26	4	4	8	5	5	0
Hull	8	0	2	5	1	0	0
Lynn	47	2	3	12	23	5	2
Madrona	25	2	2	11	5	4	1
Magruder	17	0	2	7	4	2	2
TOTAL	**157**	**10**	**18**	**55**	**50**	**18**	**6**

Appendix B
Students and Student Work

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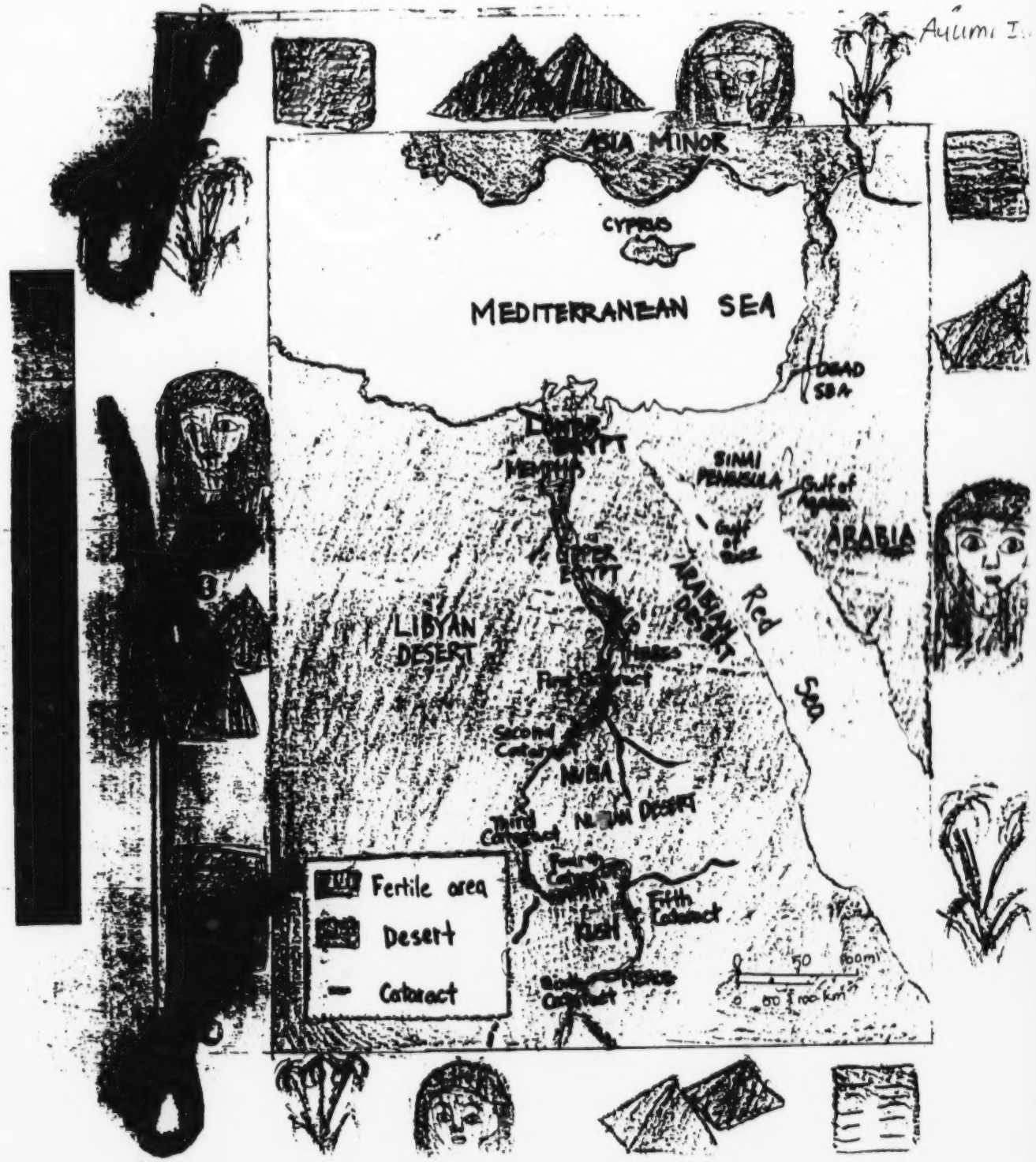

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A- great job, Hyumi!! WOW!!

READ DIRECTIONS CAREFULLY!
ANCIENT EGYPT EXAM
NAME [redacted]

I) Definitions: (2 points each) Write down the definitions of the following words in the space provided. AND write down how or why each word is important to Ancient Egypt.

1. Afterlife: according to some belief the life follows death. The belief was so strong and important to the people that the great preparation was made for death and burial
2. Amulet: a charm worn to ward off the evil or to bring good furniture. An amulet next to the heart would make sure the heart could not speak against its owner during the trial of afterworld.
3. Papyrus: along, thin reed; also paperlike writing material. Papyrus was used to make baskets, boats, sandals, and light weight writing material.
4. Delta: a triangle-shaped deposit of the soil near the mouth of a river. Delta is marshy and fertile land and suitable for farming.
5. Dynasty: a series of rulers from the same family. Throughout history, 30 different dynasties ruled the Egypt.

Extra Credit: Obelisk:

II) In COMPLETE SENTENCES answer the following question:(4 pts.)
1. Describe the steps in mummification. Why did the Ancient Egyptians take such care with their dead? (Use the back if necessary)

Embalmers remove all the internal organs except for the heart and put in a jars. Then they cover the bodies for about 40 days with a natron a kind of salt it dried out.

2. Why did the Egyptians build pyramids and for whom did they build them?

-2 because they had to make great preparation for the afterlife.

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CHINESE New Year

Few day before the Chinese New Year, they clean the house. On New Year Eve family member eat dinner together and they have fish in the dinner, after the dinner they eat the New Year cake, that call Nin-Go. On New Year day children bow to their parents and their parents gives children red envelope with money inside. some children like play firecrac and some places perform the dragon dances. They say "Gung hay fat choy" to blessing on the people. Every Chinese put the red Scrolls on their door and put flower in their house. Chinese have 12 animal of the years. this year is rooster. They are not use the sharp thing in New Year day

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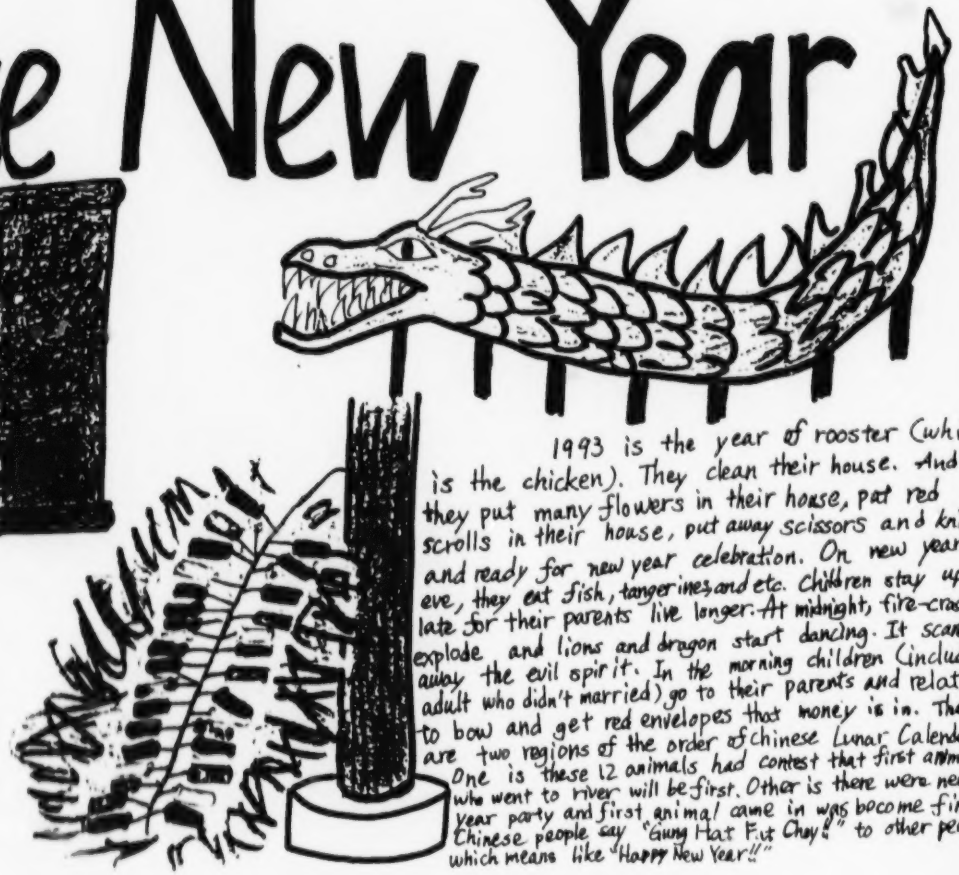
Chinese New Year



1993 is the year of rooster (which is the chicken). They clean their house. And they put many flowers in their house, pat red scrolls in their house, put away scissors and knives and ready for new year celebration. On new years eve, they eat fish, tangerines and etc. Children stay up late for their parents live longer. At midnight, fire-crackers explode and lions and dragon start dancing. It scare away the evil spirit. In the morning children (include adult who didn't married) go to their parents and relatives to bow and get red envelopes that money is in. There are two regions of the order of chinese Lunar Calendar. One is these 12 animals had contest that first animal who went to river will be first. Other is there were new year party and first animal came in was become first. Chinese people say "Gung Hay Fat Choy!" to other people which means like "Happy New Year!"

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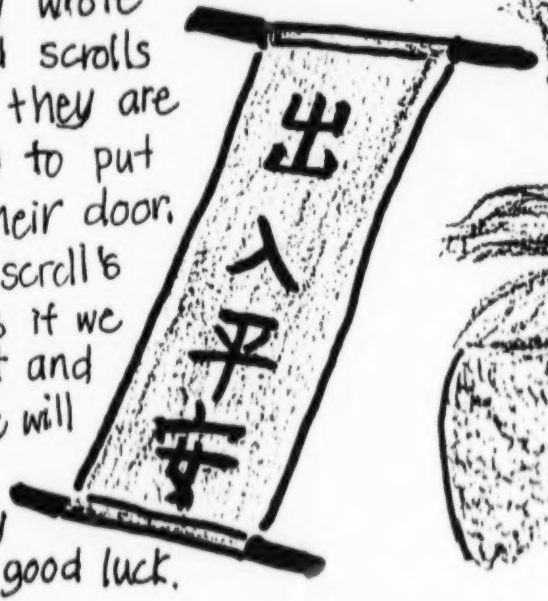
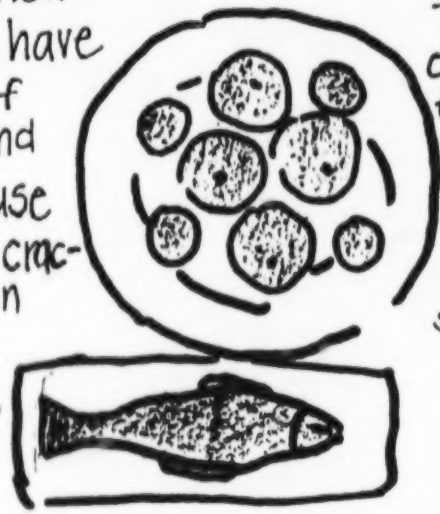
Chinese New Year

They wrote a red scrolls and they are going to put on their door. This scroll's means if we go out and in, we will have safely and good luck.



In the new year, they have a parade of dragon, and they use a fire crackers on this parade.



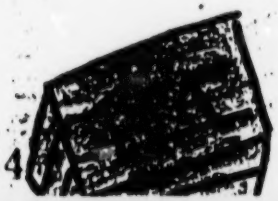
They eat orange, tangerine, and fish in the newyear for good luck and safely

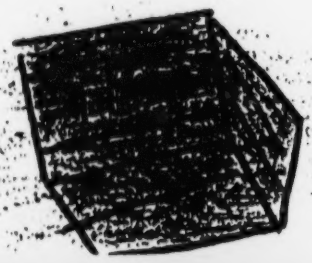
They use fire cracker on the new year. Fire crackers explode everywhere warding off evil spirits.

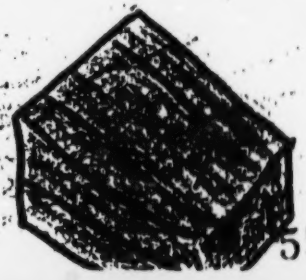
This is a red envelope. If they bow to their parents, they are going to get a money from their parents.

Boston Tea Party

In 1765, England make a new rule. The rule say Americans need to pay money to England. Americans hate the rule. Americans think they need to make their rule. England was very mean to American's colonies. In 1773, England bring the teas and said "You must buy this tea. And pay tax for England." But Americans doesn't want the that tea and doesn't want to Pay tax for England. England took solders. So that ~~when ships came they said "Go back to your country".~~ So that Americans are so mad so they dress like Indians and ride on the ship. Then they throw the teas into the water.







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Social Studies Test

Per. 3
Grade 7
Date: Apr 30, 93

The Civil War

True or **False**

F 1. The Civil War began in 1865.

F 2. Fort Sumter belonged to the Confederacy.

F 3. The north wanted slaves.

F 4. The South was called The Union

T 5. Ulysses S. Grant was the leader of the North's army.

F 6. Abraham Lincoln was the Presiden of the confederacy.

F 7. A civil war is when one country fights another country.

T 8. A Civil War is when parts of the same country fight each other.

F 9. At the end of the Civil War the North was destroyed.

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Essay

① When did the Civil War begin? The Union had a fort call- Fort Sumter, but Fort Sumter was in the South Carolina, and South Carolina is in the south. And South wants Fort Sumter but Union was not surrender. In 1861, South start to shoot Fort Sumter, and fer ... latter. North was surrendered and the Civil War began.

② What was the #1 cause of the Civil War?

The slavery was the largest cause of the Civil War. Before the Civil War, South need US Slavery to work their plantation, and slavery had no right and no free. North thought a person can't own another person, so they want that all the slavery should be free and South want slavery.

③ Write about the North.

The North were call Union, their capital was Washington D.C., the President of Union was Abraham Lincoln, and the ... leader of their army was Ulysses S. Grant. The North is stronger than the South - North had 23 state, North had 22 million people, so they had more soldier ... - North has 330 million money, so they can spent more money to the war. North has two time the line of railroad, so soldier can use railroad truck to go to many places. North had two time of horses, trailer and more as South. North had army and navy already. North has tactic (continue) →

④ Write about the South.

The South were call Confederacy, their capital was Richmond, Virginia. The president of Confederate was Jefferson Davis and the military leader of their army was Robert E. Lee. The South has 9 million people, they had 12 million cattle horse. They have enough food and clothes, some soldier didn't have shoe, they didn't have army and navy already, so they ... United States.

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951.

name [redacted]
period 8

Seed Growth Lab
"It's In The Bag"

Answer the following questions based upon the five days you observed the growth of seeds.

1. One of the first things you observed on your growing plants were root hairs. Why are root hairs so important to the plant?

Root hairs are so important to the plant because root hairs absorb water and minerals from the soil.

2. Do seeds need soil to sprout?

No, it only needs water.

3. Where do seeds get their nourishment they need to sprout?

They get their nourishment from water and oxygen.

4. Does gravity have an effect on the direction of the growth of stems and roots? Explain.

Yes, because the response of a plant to the stimulus of the earth's gravity is geotropism. Plant roots show positive geotropism, but stems show negative geo-

5. What is the difference between a negative tropism and a positive tropism?

Positive means the growth or response of the plant is toward the stimulus. It is called negative because the growth is away from the stimulus.

Suppose a space traveler planted some green plants on a planet that had no atmosphere. What would happen to the plants?

If gravity is not [illegible] plant, plants would not grow because there is no oxygen, plants

[illegible].

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Date, OCT/11/1992

Cinese news paper

III

Three presendential candidates had their first open debate i St. Louis city. Linton and Perot emphasized on economical reform while Bush focused on international relations 一九九二年大選總統候選人在[illegible]舉行[illegible]辯論會。[illegible]

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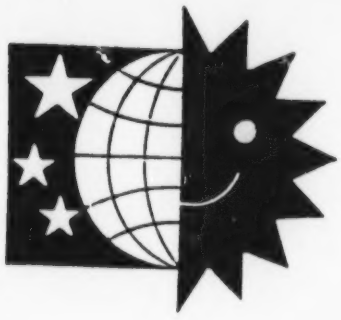
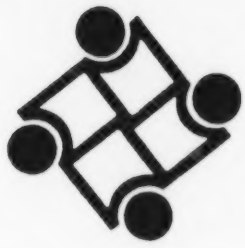
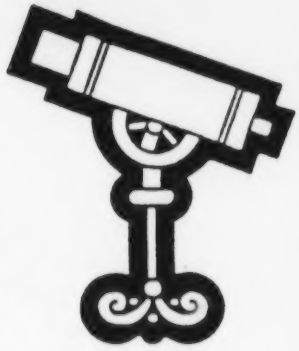
Reporter Clinton grand n's wife Hillary Clinton the Chair of a committee which aims to improve the nation's Health system.

President Clinton in one 医健 conference 什东 his wife Hillary Clinton 主持 one nation wide 医健改革专案小组 Clinton 並指示 this 专案小组 to do, 他 在 election 期間所承诺的一样準備好 one 法案 Hillary Rodham Clinton is children's 这个 long time 政改者 Mrs. Clinton 任 Arcansas Lorel Rock's Arcansas Children Hospital's 董事 before 她 she in 1983 当选 one 文诗改革委员会主席並主持 Clinton 选举 many 重改法案 Mrs Clinton 没不选举 because her not 当公职 before, so this time also Clinton come here me, 她 Clinton 选她主此专案小组主席 because her is 比 he 所 know 的 people 更能力去主持 this group This group will 处理的 problems is in poor place need 医健服务, AIDS 无法退伍 Soldier's health 问题, Amer 82,000,000 元的医健内容 法案 [illegible]

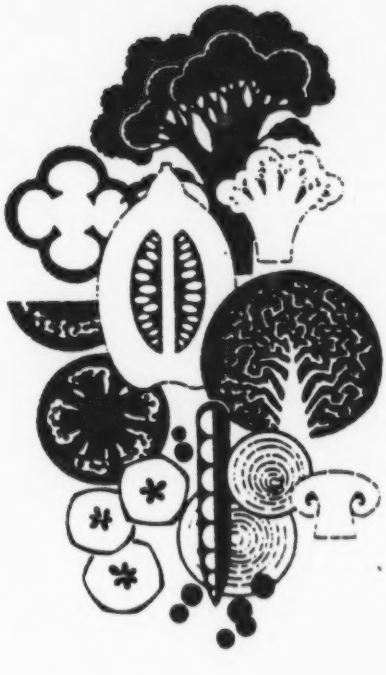
Appendix C
Curriculum Materials



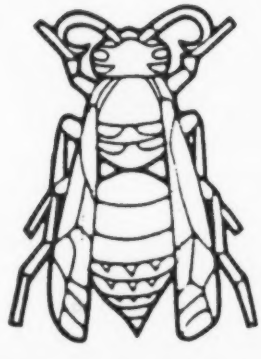




HANDS-ON SCIENCE
7TH/8TH GRADE
JAPANESE



TORRANCE UNIFIED SCHOOL DISTRICT
1989-1992
TITLE VII MIDDLE SCHOOLS



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Kikuko Nishi
Director
Title VII Project
Middle Schools
November 1992

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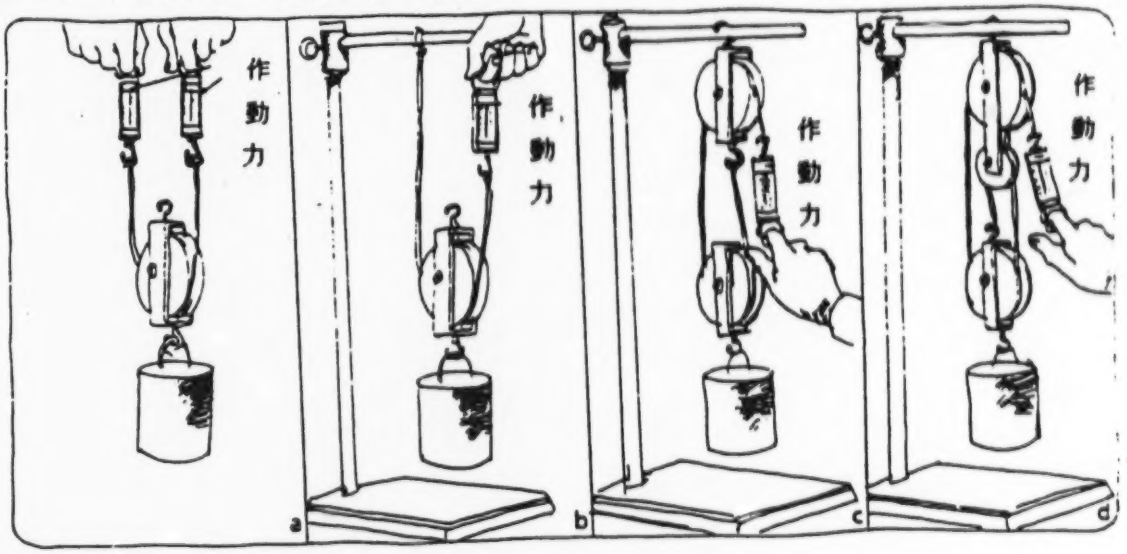
実験

滑車（かっしゃ）を使うと、どんな利点があるか。

図２－５



材料

２ニュートン（力の単位）の重り
滑車、３個
１ｍのものさし
リングスタンド
ひも
止め金
ばねばかり、２つ
紙ばさみ

方法

１．ひもを１ｍに切る。そのひもを、１つだけの動く滑車に通す。
２．図２－５ａのように、ひもの両端をそれぞれ違うばねばかりにつける。
３．２ニュートンの重りを滑車につける。
４．この重りを２０センチ持ち上げる。ばねばかりの目盛を読んで、下記のような表に記録する。
５．次ぎに、図２－５ｂのように滑車を準備する。重りをつけ、また２０センチ持ち上げる。ばねばかりで力を測る。
６．図２－５ｃの滑車で（５）をくり返す。表に力を記録する。

記録

２－５ａの滑車
２－５ｂの滑車
２－５ｃの滑車

SPOON FLIPS

スプーンのとんぼがえり

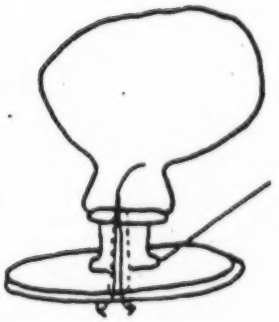
ILLUSTRATES PRINCIPLE OF LEVER

レバー（てこ）の原理を説明

. . . . . .

摩擦（まさつ）フウセン

真ん中にあなのある平たい板



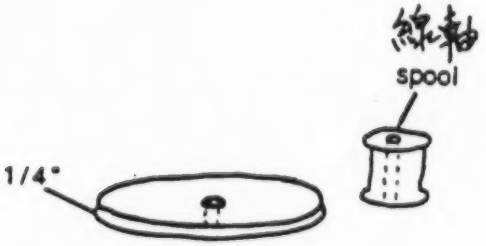
フウセンをふくらまし糸巻きにかぶせる。空気が全部下からとび出して弱い摩擦をつくりだし、装置全体が、かなりの距離床の上をすべる。

用手拋匙
SPOON FLIP

說明槓桿的原理
ILLUSTRATES PRINCIPLE OF LEVER

.....

汽球的摩擦作用
FRICTION BALLOON



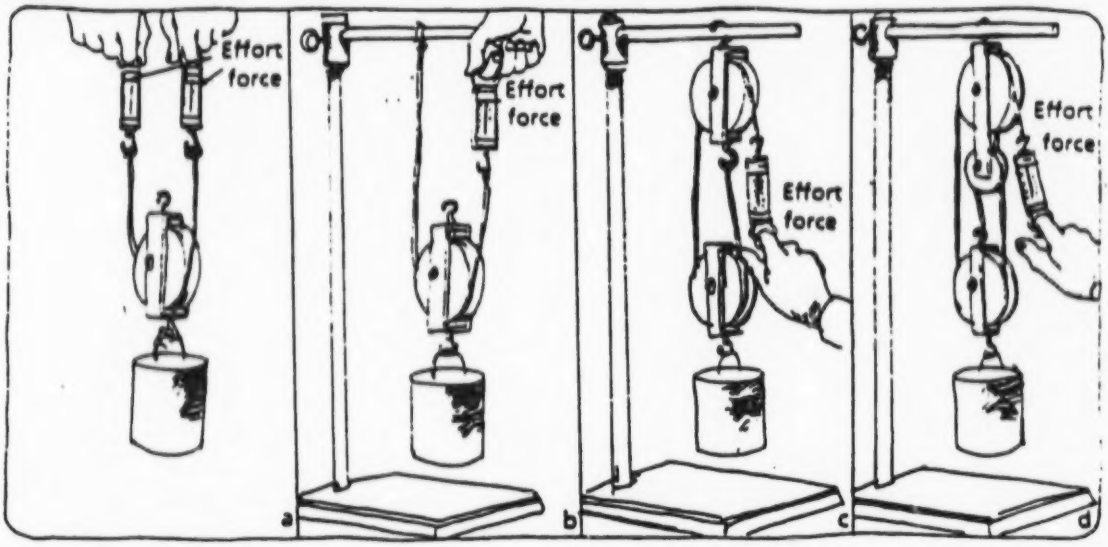
"flat" piece of wood with hole
有孔的平木塊.

吹大氣球,放在線軸上.
空氣摩擦木塊而起摩擦作用.
將整個裝置移動滑出很遠.

(Physical) Simple Machines:7/8 T2

活動 Activity 利用滑輪作功有何益處？
What is the advantage in using a pulley?

FIGURE 2-5.



活動前之準備：

- 兩個牛頓重量碼
- 米突棍桿子
- 繩子
- 兩個彈簧秤
- 三個滑輪
- 置放棍的架子
- 伸展鉗子
- 夾紙的夾子

活動記錄：

滑輪系統 2-5a	_____
滑輪系統 2-5b	_____
滑輪系統 2-5c	_____

活動開始：

1. 將一公尺長的繩子穿過兩滑輪。
2. 繩子兩頭分別繫在彈簧秤上如圖 2-5a.
3. 將兩牛頓重碼鉤在滑輪上
4. 把砝碼提高20公分. 將彈簧秤上所得力的數字記下如圖右上.
5. 然後將滑輪位置放如圖2-5b. 提高重量砝碼(20公分). 記下彈簧秤所示出的力的數字
6. 將步驟#5重複用圖2-5C. 再記下結果

C-131

늙으신 어머니는 그들을 따뜻하게 맞이하였고 작은
선녀는 매우 안심을 했읍니다. 몇 주일이 지나자 선녀는
잘 생기고 마음씨 착한 나뭇군에 반하였고 곧 그들은 결혼을 했읍니다.
그 해에 선녀는 예쁜 딸을 낳았고 또 몇년이 지나자 아들이 태어났읍니다.
부지런한 나뭇군은 이제 세상에서 가장 행복한 사람이 되었읍니다.

His old mother greeted them warmly and the little nymph was greatly comforted. After many weeks she fell in love with the handsome and kind Woodcutter and they were soon married.

Within a year she gave birth to a girl and several years later a boy was born. The diligent Woodcutter was now the happiest man in the world.

One day he told his mother, "I have a beautiful wife, a strong boy and a pretty daughter. What more could a man possibly want?"

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MULTIPLE SKILLS SERIES
Booklet B2

A

Three-year-old Tara Jones lives in an apartment building. She lives on the sixth floor. One day, Tara's mother left the window open. Tara went to the window and leaned out. She leaned too far. Suddenly, she was falling toward the sidewalk—six floors below!

Tara's uncle was walking along the sidewalk. He looked up and saw her falling. Quickly he put out his arms and caught her. They both fell to the ground. Tara began to cry, but she was not hurt. Her uncle had saved her life.

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[redacted]
12/1/92

1. The best title is:
   (A) Cleaning Windows
   (B) Tara Is Saved by Her Uncle
   (C) Tara Helps Her Mother
   (D) Tara's Uncle Takes a Walk

2. Tara fell from a:
   (A) car
   (B) wagon
   (C) window
   (D) horse

3. Tara was caught by her:
   (A) mother
   (B) father
   (C) sister
   (D) uncle

4. If her uncle had not caught her, Tara would have been:
   (A) happy
   (B) killed
   (C) tired
   (D) busy

5. In the picture, there are:
   (A) many children
   (B) no trees
   (C) no people
   (D) four cars

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